***GRASPS Frame***

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| ***G***  Real-World **Goal** | **To understand how migration patterns affect the habitat, cultures and history. My students will create and present outside the classroom an oral history presentation (of their own ancestral migration/ or present real world migration of their family to Okinawa if they cannot research back) through information gained through interviews and research. They will also create a newsletter explaining the facts about the countries that their past families have migrated from “economic, resources, religion etc.” and the impact made to the New World created from the migration period.** |
| ***R***  A meaningful **role** for the student | **The students will play the roles of: Artists, scientists, doctors, cartographers, authors, photo journalists, task force members, editors, and great debaters’ of our time.** |
| ***A***  Authentic real-world (or simulated) **audience** | **Students will give an oral history presentation on the reasons why their families have migrated long ago to America, their hardships and their successes along the way (if known). It could be in the form of a power point presentation or narrative presentation to be presented outside the main classroom. A news letter can also be provided that will detail information about the countries that they migrated from (i.e. England, Germany, France etc.) and general environmental impact to the new World through migration will also be addressed in the newsletter (or orally by presentation).** |
| ***S***  A contextualized **situation** that involves real-world application(s) | **Through their research and interviews, Students will give a presentation on the reasons why their ancestors had migrated to America (of Okinawa Japan if they cannot gather information from the past), their ancestors/ families hardships, and successes. It could be in the form of a narrative oral history presentation or Power point presentation if so desired. Students can also develop a newsletter detailing what life was like in the countries that their ancestors have migrated from and environmental impact to the New World at the time of mass migration (or present the information within their oral history presentation celebration).** |
| ***P***  Student-generated culminating **products** and **performances** | **Through their research, the students will develop their own theories (based on facts) that will answer the overall “Why and where” did migration take place? Students will create a narrative piece or Power point presentation (individually) to perform outside their classrooms. Students will can develop a newsletter explaining certain elements (facts) about countries that “their families” have migrated from and a general explanation of what migration did to the environment of the New World when migration took place (also presented in the newsletter or through the oral history presentation) but done in a group capacity after the individual oral history has transpired.** |
| ***S***  Consensus-driven performance **standards** for judging success | **We are going to work as a group developing the rubric we will use along with deciding what makes good research practices, good interviews, presentations, group timelines and newsletters if students have decided they want to do newsletters.** |